**CURRICULUM MAP Writing 10 Grades 9-10**

Course: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Period of Study: | |
| **LITERACY STANDARDS:** | **ENDURING UNDERSTANDINGS:** |
| **Writing 10: Range of Writing**  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  **Grade 9-10 Specific Standard:**  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. | Students will be able to contribute and participate in a varied daily writing program. |
| **ESSENTIAL QUESTION(S):** | |
| **Overarching Questions:**   * Why does an educated person write daily? * How does the use of daily writing create literate individuals who can function in the world? * How does a daily writing routine help us to reflect upon the world around us? * How does daily writing help to build a literate society? * How does a society use social media to communicate ideas and interests? * Why do we text, blog, tweet, and Facebook each other?   **Topical Questions:**   * How can we write several papers which vary in length, task, purpose complexity and intended audiences over on a regular basis? * How can a writer develop a strong portfolio of writings? * How does writing every day, in different styles, make you a better writer and student? * What is the purpose of journal writing? | |
| **KNOWLEDGE:** | **SKILLS:** |
| **Students will know. . .**   * The value of writing * How to manage their time for the writing process * How to write in a multitude of ways * How to write over extended time frames for larger projects and in daily logs/blogs. * How to use research, reflection and revision. * How to use Writer’s Workshop strategies. * How to write for various purposes and formats. * How to write for different audiences with specific goals in mind. | **Students will be able to. . .**   * Write comfortably due to daily writing (in journals, social media, essay, etc) * Clearly set up a schedule for writing and organizing work * Write journal entries, essays, reflections, responses, summarizes, and poems, etc. * Engage in reader response activities * Write a variety of works over various time periods. * Utilize research, reflection and revision as a natural part of the writing process. * Use Writer’s Workshop strategies. * Write in and for a variety of formats and purposes. |
| **CONTENT:** | |
| **Short Stories:**“Monkey’s Paw” “The Most Dangerous Game” “The Necklace”  Authors: Saki (H. H. Munro), Guy de Maupassant, Ray Bradbury, Kurt Vonnegut, O’Henry, Edgar Allen Poe  **Films**: *The Power of One, Life is Beautiful, The Price of the Ticket: Interview with James Baldwin, Freedom Writers,*  **Poetry**:Shelley, Byron, Coleridge, Blake, Wordsworth, Keats, Maya Angelou, Langston Hughes, Louis Ginsberg, (poets list)  **Informational texts***: “*Perils of Indifference” by ElieWeisel, “Pilgrimage to Non-violence” by Dr. Martin Luther King Jr. “On Being 17 Bright and Unable to Read” by David Raymond  “Black Men and Public Space” Brent, “Ballot or the Bullet,” by Malcolm X; Inaugural Address, by J.F. Kennedy; “The Morality of Birth Control,” Margaret H. Sanger; “Farewell to Baseball Address,” by Henry Louis “Lou” Gehrig | |
| **VOCABULARY:** | |
| Revision, proofreading, editing, capitalization, Grammar, Part of Speech, tense, draft, Harvard outline. | |
| **ASSESSMENT / EVIDENCE:** In addition to larger performance assessments, it is understood that students will participate in the multiple steps of the writing process (pre-writing, writing, revision, editing, and publishing), and that a self-assessment will be conducted after each phase to ascertain whether or not the student understands (can explain, interpret, apply, gain perspective, empathize, recognize self-knowledge).  The assessments listed here are sample benchmark assessments. Daily, informal, on-going assessments should include (but are not limited to): exit cards, journals, peer interviews, peer reviewing and critiquing, pair-share, Writing Circles, short written responses, and so forth.  In addition, on-going student self-assessments should be utilized on a regular basis. (Example: What have I learned from this research? What don’t I understand yet about my topic? How can I connect what I learned to what I already know? How can I apply what I have learned to my writing? How do my biases influence my writing? What are my strengths? What are my weaknesses? What learning tools/resources would help my writing progress?) | |
| Performance Assessment:   * Maintain a dialectical (double-entry) journal where students will draft their ideas and maintain a numbered errors log. * Students will engage in an ongoing, long-term writing assignment, comprising various drafts which they will revise based on suggestions and comments from the peer-editing and self-editing processes.   Other Assessments:   * Students will work together to develop a rubric that looks at the various aspects of the writing product: meaning, development, organization, language, and grammar/conventions.   Self-Assessment   * After a prolonged writing process, determine the steps you took and which were effective and which were not (writing reflection sheets, exit cards, etc.). * Students when reading a text will have to extrapolate quotes and proper information to prove their point in writing. Proper citation will occur, and a checklist of the pieces should be given to the students so that they are aware of the steps and guidelines they must take. | |
| **ACTIVITIES/ LEARNING OPPORTUNITIES:** | |
| * Students will write an essay after completing a pre-writing activity. Then, students will number all of the parts of the essay based on the various requirements of that assignment. If all of the numbers are not there, then they will rewrite accordingly. * Students will conduct research on a topic and will use pre-writing techniques to use that research to compose a first draft of that essay. Students will work together to edit and revise their work. | |
| **RESOURCES:** | |
| www.Readwritethink.org  [www.teachingliterature.org](http://www.teachingliterature.org)  <http://www.dailygrammar.com/>  [www.collegeboard.com](http://www.collegeboard.com)  *The Language of Composition* | |